

1st Grade drama

USOE Fine Arts Rainbow Chart

First - Page 1	Previously mastered grade level skills	Elements of Drama with definitions	Identify Experience	Explore Contextualize	Build Skills Practice	Analyze Integrate	Research Create	Refine Contribute
	Mastered SCRIPT Skills: <ul style="list-style-type: none"> Characters Setting Events 	SCRIPT 5 W's-who, what, when, where and why <u>Story Structure</u> -includes the beginning, middle and end.	Listen attentively to an adult tell a story and identify the 5 W's and beginning, middle, and end.	Listen to several stories and restate beginning, middle, and end through drawing, writing, or enacting.	Practice re-telling a familiar story which has a clear beginning, middle, and end.	Change one or more of the 5 W's and analyze how it changes the beginning, middle and end of a story.	As a class develop a play from a story with a focus on a clear beginning, middle, and end.	Evaluate your created play for a clear beginning, middle and end. Make suggestions for improvement.
	Mastered ACTING Skills: Mental: <ul style="list-style-type: none"> Listening Imagination Pretending Voice: <ul style="list-style-type: none"> Imitating voices Body: <ul style="list-style-type: none"> Imitating movements 	ACTING Mental Skills: <u>Concentration</u> -focused attention on task <u>Relaxation</u> -releasing of tension in preparation for drama work <u>Transformation</u> -the act of changing an object, character or space Voice Skills: <u>Volume</u> - variations of voice from loud to soft Body Skills: <u>Movement</u> - the various ways the body can be used	Use theatre games, activities, or process drama techniques to experience and identify: <ul style="list-style-type: none"> Concentration, relaxation, and transformation Quality of volume in the voice. Qualities of movement. (Curved, little, angular, big, heavy, light, fast, slow, syncopated, sustained, etc.) 	Use role play and improvisations to: <ul style="list-style-type: none"> Explore concentration, relaxation, and transformation Explore and imitate various voices and sounds of animals, objects, and people focusing on volume. Explore and imitate various movements of animals, objects, or people focusing on qualities of movement. 	Use fables, folk, or fairytales with puppetry, choral reading, pantomimes, etc. to apply and practice: <ul style="list-style-type: none"> Concentration, relaxation, and transformation. Voices for characters with a focus on volume. Movement for characters. 	Use process drama techniques with grade level curriculum, classroom situations, family events to: <ol style="list-style-type: none"> Deepen understanding Analyze how the use of volume affects emotions and meaning Analyze how the use of qualities of movement define characters Analyze how making clear body/voice choices for the purpose of having intentions understood aids in communicating with others. 	Act out a character from a created play/puppet show/dramatization with a focus on variety of volume, varied qualities of movement, and communicating clear body/voice choices for the purpose of being understood by others.	Evaluate your use of volume, qualities of movement, and communicating clear body/voice choices in having intentions understood by others. Apply suggestions for improvement.

Previously mastered <i>grade level skills</i>	Elements of Drama <i>with definitions</i>	Identify Experience	Explore Contextualize	Build Skills Practice	Analyze Integrate	Research Create	Refine Contribute
Ensemble: <ul style="list-style-type: none"> Cooperating 	Ensemble: <u>Communicating</u> -making clear body and voice choices to have intentions understood by others.	<ul style="list-style-type: none"> Making clear body/voice choices to have intentions understood by others. 	<ul style="list-style-type: none"> Explore making clear body/voice choices to have intentions understood by others. 	<ul style="list-style-type: none"> Making clear body/voice choices to have intentions understood by others. 			
Mastered DESIGN Skills: <ul style="list-style-type: none"> Costumes Props 	DESIGN <u>Props (property)</u> : any object used on the stage to define/enhance character or setting.	Use theatre games, drama activities, or process drama techniques to experience the use of costumes and props.	Use clothing and props in your improvisations and role plays.	Add costumes and props to your dramas.	Integrate costumes and props into your process drama to emphasize meaning and significance.	Use costumes and props in plays, puppet shows, or dramatizations.	Evaluate your use of costumes, props, and transformed space. Make adjustments as desired.
	AUDIENCE <i>The act and behaviors of watching others or self in a live or recorded performance.</i>	Identify appropriate audience behaviors when attending live theater.	Distinguish your likes/dislikes and those of other audience members of a live performance, recorded media, or storybooks.	Discuss a simple message perceived as an audience member from a fable, folk, or fairy tale told by an adult or experienced through live performance or media.	Use words, drawing, or enactment to show a favorite part of live theatre, film, or TV production that you have seen as an audience member.	Share the role live theatre, film, TV has played in one's family as audience members.	Listen to and demonstrate respect for the thoughts and opinions of others after watching a performance as an audience member.